



New Hampshire
Alternate Assessment

Guide to Interpreting Reports:

NH Alternate Assessment Portfolios Completed May 2005

Grades 2-7

Part of the Ongoing Statewide
**New Hampshire
Educational Improvement and Assessment Program
(NHEIAP)**

New Hampshire Department of Education

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Acknowledgments

We wish to thank the countless teachers in New Hampshire who teach and support our students in developing alternate portfolios that help us to see how much these students can *and are* growing in reading and mathematics skills. Through you, we are learning to understand what they know and can do. We extend special thanks this year also to the teams of educators who worked for long hours with the Department to develop new alternate achievement level proficiency descriptions and who participated in setting the final alternate achievement standards for reading and mathematics. The New Hampshire Department of Education also extends deep appreciation to the following individuals who offered guidance during the development of the NH Alternate Assessment Portfolio process. We thank you all for your hard work, and for your many contributions.

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Introduction

The materials in this *Guide to Interpreting Reports* are provided to assist parents, community members and school personnel in reading and interpreting the individual Student Reports, School Rosters, and Summary Reports.

New Hampshire Alternate Assessment (NH Alternate) is designed for students with significant cognitive disabilities who are not able to participate in the statewide paper and pencil general assessment test even with accommodations. Participation of all students in statewide assessment programs is required by federal law (the Individuals with Disabilities Education Improvement Act of 2004 and the No Child Left behind Act of 2001). The NH Alternate provides an assessment of your student's individual progress toward curriculum-based alternate achievement standards. These alternate achievement standards are linked to the same curriculum standards as students who take the paper and pencil assessment. Alternate Assessment allows parents and educators to know how students with disabilities participating in NH Alternate are progressing toward learning the knowledge and skills contained in the *New Hampshire Curriculum Frameworks*. A NH Alternate portfolio is developed individually for each participating student. The portfolio focuses on skills that are relevant for each individual student and provides a different way for each student to demonstrate what he or she knows and is able to do in accordance with standardized criteria developed by parents, educators, policy makers and administrators working together at the state level.

NH Alternate is not a paper and pencil test, but consists of a yearlong collection of samples and summaries of each child's graded work as it progresses toward the same learning standards by which all students are assessed. Depending on the grade and age of the student, the alternate achievement standards include knowledge and skills in the areas of Reading/English Language Arts and Mathematics. Each student's report contains scores for the content areas in which he or she was assessed during the 2004-2005 school year. The IEP team selected the most appropriate knowledge and skills to teach and measure based on each student's Individual Education Plan and levels of performance observed at the beginning of the year. Teachers spent much of last year teaching this knowledge and skill set, and collecting evidence on each student's growth. The resulting portfolios, or collections of student work samples, were submitted to the New Hampshire Department of Education for scoring last spring. Teachers were carefully trained to score the portfolios reliably. Each portfolio was scored according to several dimensions that are related to higher student achievement. The scoring rubric is included in the attached information.

This is the fifth year that students with disabilities have participated in NH Alternate statewide, and that reports on the results are being released. Parents and teachers have an opportunity to use these reports in conjunction with other information to better plan individual educational programs. It is important to understand how to read and interpret the reports, and how best to use the results. It is also important to be careful not to misuse the information. The scores are not intended to compare children, or to evaluate each student's teacher(s). The scores provide information that will help parents and teachers work together to create increased opportunities for children to learn. When parents and educators examine these results together, they will be able to determine appropriate adjustments in students' educational programs. This is the most appropriate use of these results.

The results of the 2005 NH Alternate have been reported in individual student reports and on school rosters. **Information on these reports is confidential.** The Department of Education will not publicly disclose information or results at the school or district level that do not include at least ten students at a grade level who participated in a NH Alternate portfolio. Please keep this in mind when discussing NH Alternate results in a public manner. The only level at which the 2005 NH Alternate results will be publicly released is at the state level.

For questions about the NH Alternate please contact the New Hampshire Department of Education:

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Portfolio Components

The Scoring Rubric represents the criteria on which the portfolio is judged. It is based on effective practice and current research and has two parts: the Performance Dimension and the Program Dimension.

The Performance Dimension is used to evaluate two areas. The first performance area evaluates **student progress** toward achieving curriculum-based skills. The second performance area evaluated is the extent of **connections and access to the curriculum** standards found within the *New Hampshire Curriculum Frameworks*.

The Program Dimension evaluates effective practice in three areas. The first program area evaluates opportunities the program affords the student to transfer or **generalize learned skills** and knowledge to a variety of settings that provide opportunities for students to interact with nondisabled peers or different adults. The second program area evaluates the **opportunities afforded to students to be self-directing**, by making choices, planning, monitoring, and evaluating their own performance as active participants in their own learning. It should be noted that this dimension evaluates the opportunities offered by the program, not the number of times the student actually does plan, monitor, and evaluate his or her progress. The third program area evaluates the **appropriate use of supports** for students and the degree to which supports used are naturally built into the activity.

In order to understand the scoring, some description needs to be offered. Portfolios are contained in a 3-ring notebook binder that holds specific information supplied by the team on behalf of the student. Each binder has a section for student work in Reading/Language Arts, and a section for student work in Math. Each section holds student work samples relating to two curriculum standards in that content area (2 standards in Reading/Language Arts and 2 in Math). Evidence related to one single content standard is called an “entry” and contains examples of student work related just to that content standard. The Reading/Language Arts section has two entries, and the Math section also has two entries, for a total of 4 standards-based entries.

Sample Confidential Student Report:

1. Performance Scores are the most heavily weighted scores in the portfolio. Base points (1 to 4) earned in Student Progress are multiplied x 4 to yielding raw scores that range from 4 to 16. The same weight is given to base points earned showing Connections & Access to the General Curriculum. The score range possible in the Connections & Access sub-area of Performance is also 4-16 points.

2. Program Score base points are less heavily weighted. Base points earned under Generalized Performance (1-4) are multiplied x 3, producing a sub-score range of 3-12. Self Determination and Supports base points (1-4 in each area) are each multiplied by a factor of 1, producing a sub-score range of 1-4 for Self Determination, and also a sub-score range of 1-4 for Supports.

3. All 5 weighted sub-scores are then added together to produce a Total Raw Score. Total Raw Scores earned can range from 13 to 52. On page 8 you'll find a Total Raw Score to Achievement Level Conversion Chart.



New Hampshire Alternate Assessment Student Report

Student:
District:
School:
Portfolios
Completed: End of Grade - 2005

Content Area	Performance Scores		Program Scores			Total Raw Score	Achievement Level
	Student Progress	Connections & Access to General Curriculum	Generalized Performance	Self-Determination	Supports		
Reading/ Language Arts	XX	XX	XX	XX	XX	XX	Proficient with Distinction
Mathematics	XX	XX	XX	XX	XX	XX	Proficient

New Hampshire Alternate Assessment: Achievement Level Distribution of Students Statewide				
Content Area	Proficient with Distinction	Proficient	Partially Proficient	Substantially Below Proficient
Reading/Language Arts	XX%	XX%	XX%	XX%
Mathematics	XX%	XX%	XX%	XX%

Reading/Language Arts Achievement Level Description

Proficient with Distinction (Level 4): Student is successfully demonstrating extensive progress in targeted reading skills. Student has access to and is using a variety of modified reading materials that are linked to general education reading curriculum activities.

Opportunities to practice reading skills are offered in varied settings and include naturally embedded supports, or this student is included fulltime in the general education classroom for reading. Opportunities for interaction with typical peers and different adults are extensive. Opportunities for self-determination are consistent and include all required components.

Instructional supports, team supports, and task structure are effective and allow this student to successfully access modified grade-linked reading materials and/or activities in a manner that promotes skill progress, generalization of performance, and self-determination.

Mathematics Achievement Level Description

Proficient (Level 3): Student is successfully demonstrating moderate progress that is consistent with the intended goal(s) in targeted mathematics skill(s). Student has access to and is using a variety of modified mathematics materials that are linked to general education mathematics curriculum activities.

Opportunities to practice mathematics skills are offered in varied settings, or consistently within a general education or other natural setting. Opportunities for self-determination and interaction with typical peers are consistent.

Instructional supports, team supports, and/or task structure are adequate for this student to access modified grade-linked mathematics materials and/or activities in a manner that promotes skill progress, generalization of performance, and self-determination. Remaining areas of weakness can be addressed by the existing team.



NH
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New Hampshire Alternate Assessment
Student Roster Report: District Level
Reading/Language Arts - 2005

District: _____
Portfolios
Completed: End of Grade - 2005

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Sample Public Disaggregated Report *(Provided in Reading and Mathematics, Minimum group size =10)*



New Hampshire Alternate Assessment Portfolios Completed During Teaching Year 2004-2005: Grade 3 DISAGGREGATED READING RESULTS

School:
District:

REPORTING CATEGORIES	SCHOOL												DISTRICT					STATE				
	HH-Alt Enrolled	Not Tested Approved: Alt	Not Tested Other: Alt	Tested in Alt	Level 4		Level 3		Level 2		Level 1		Tested in Alt	Level 4	Level 3	Level 2	Level 1	Tested in Alt	Level 4	Level 3	Level 2	Level 1
	N	N	N	N	N	%	N	%	N	%	N	%	N	%	%	%	%	N	%	%	%	%
All Students	123	123	123	123	123	123	123	123	123	123	123	123	123	123	123	123	123	123	123	123	123	123
Primary Race/Ethnicity																						
American Indian or Alaskan Native	123	123	123	123	123	123	123	123	123	123	123	123	123	123	123	123	123	123	123	123	123	123
Asian	123	123	123	123	123	123	123	123	123	123	123	123	123	123	123	123	123	123	123	123	123	123
Black or African American	123	123	123	123	123	123	123	123	123	123	123	123	123	123	123	123	123	123	123	123	123	123
Hispanic or Latino	123	123	123	123	123	123	123	123	123	123	123	123	123	123	123	123	123	123	123	123	123	123
Native Hawaiian or Pacific Islander	123	123	123	123	123	123	123	123	123	123	123	123	123	123	123	123	123	123	123	123	123	123
White (non-Hispanic)	123	123	123	123	123	123	123	123	123	123	123	123	123	123	123	123	123	123	123	123	123	123
No Primary Race/Ethnicity Reported	123	123	123	123	123	123	123	123	123	123	123	123	123	123	123	123	123	123	123	123	123	123
Gender																						
Male	123	123	123	123	123	123	123	123	123	123	123	123	123	123	123	123	123	123	123	123	123	123
Female	123	123	123	123	123	123	123	123	123	123	123	123	123	123	123	123	123	123	123	123	123	123
Not Reported	123	123	123	123	123	123	123	123	123	123	123	123	123	123	123	123	123	123	123	123	123	123
LEP Status																						
Currently receiving LEP services	123	123	123	123	123	123	123	123	123	123	123	123	123	123	123	123	123	123	123	123	123	123
Former LEP student - monitoring year 1	123	123	123	123	123	123	123	123	123	123	123	123	123	123	123	123	123	123	123	123	123	123
Former LEP student - monitoring year 2	123	123	123	123	123	123	123	123	123	123	123	123	123	123	123	123	123	123	123	123	123	123
All Other Students	123	123	123	123	123	123	123	123	123	123	123	123	123	123	123	123	123	123	123	123	123	123
IEP																						
Students with an IEP	123	123	123	123	123	123	123	123	123	123	123	123	123	123	123	123	123	123	123	123	123	123
All Other Students	123	123	123	123	123	123	123	123	123	123	123	123	123	123	123	123	123	123	123	123	123	123
SES																						
Economically Disadvantaged Students	123	123	123	123	123	123	123	123	123	123	123	123	123	123	123	123	123	123	123	123	123	123
All Other Students	123	123	123	123	123	123	123	123	123	123	123	123	123	123	123	123	123	123	123	123	123	123
Migrant																						
Migrant Students	123	123	123	123	123	123	123	123	123	123	123	123	123	123	123	123	123	123	123	123	123	123
All Other Students	123	123	123	123	123	123	123	123	123	123	123	123	123	123	123	123	123	123	123	123	123	123
Title I																						
Students Receiving Title I Services	123	123	123	123	123	123	123	123	123	123	123	123	123	123	123	123	123	123	123	123	123	123
All Other Students	123	123	123	123	123	123	123	123	123	123	123	123	123	123	123	123	123	123	123	123	123	123

Level 4 = Proficient with Distinction; Level 3 = Proficient; Level 2 = Partially Proficient; Level 1 = Substantially Below Proficient

*Fewer than ten (10) students were assessed in this category

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Sample Public State Summary Report *(Provided in Reading and Mathematics, Minimum group size =10)*



New Hampshire Alternate Assessment State Summary Report READING RESULTS - 2005

Substantially Below Proficient (Level 1)

Student demonstrates little or no progress in any targeted reading skills using the modified reading materials and/or activities presented. Student is not accessing modified reading materials that are linked to general education curriculum activities. Opportunities to practice reading skills in various settings are limited. Opportunities for self determination and typical peer interaction are rare or not present. Redesigned instructional supports, team supports, and/or task structure are necessary for this student to access modified grade-linked reading materials and/or activities in a manner that promotes skill progress, generalization of performance, and self determination.

Partially Proficient (Level 2)

Student is demonstrating some progress in targeted reading skill(s) using the modified reading materials and/or activities presented. Student has some access to modified reading materials that are linked to general education reading curriculum activities. Opportunities to practice reading skills in various settings are somewhat limited. Opportunities for self determination are inconsistent. Typical peer interactions are inconsistent or not evident. Redesigned instructional supports, team supports, and/or task structure may be necessary for this student to access modified grade-linked reading materials and/or activities in a manner that promotes skill progress, generalization of performance, and self determination.

Proficient (Level 3)

Student is successfully demonstrating moderate progress that is consistent with the intended goal(s) in targeted reading skill(s). Student has access to and is using a variety of modified reading materials that are linked to general education reading curriculum activities. Opportunities to practice reading skills are offered in varied settings, or consistently within a general education or other natural setting. Opportunities for self determination and interaction with typical peers are consistent. Instructional supports, team supports, and/or task structure are adequate for this student to access modified grade-linked reading materials and/or activities in a manner that promotes skill progress, generalization of performance, and self determination. Remaining areas of weakness can be addressed by the existing team.

Proficient with Distinction (Level 4)

Student is successfully demonstrating extensive progress in targeted reading skills. Student has access to and is using a variety of modified reading materials that are linked to general education reading curriculum activities. Opportunities to practice reading skills are offered in varied settings and include naturally embedded supports, or this student is included fulltime in the general education classroom for reading. Opportunities for interaction with typical peers and different adults are extensive. Opportunities for self determination are consistent and include all required components. Instructional supports, team supports, and task structure are effective and allow this student to successfully access modified grade-linked reading materials and/or activities in a manner that promotes skill progress, generalization of performance, and self determination.

Portfolios Completed During Teaching Year	Students at Each Achievement Level											
	NH-Alt Enrolled	Not Tested Approved: Alt	Not Tested Other: Alt	Tested in Alt	Level 4		Level 3		Level 2		Level 1	
	N	N	N	N	N	%	N	%	N	%	N	%
All Grades												
2004-05	XXX	XXX	XXX	XXX	XXX	XX	XXX	XX	XXX	XX	XXX	XX
2005-06	XX,XXX	XX,XXX	XX,XXX	XX,XXX	XXX	XX	XXX	XX	XXX	XX	XXX	XX
2006-07	XXX	XXX	XXX	XXX	XXX	XX	XXX	XX	XXX	XX	XXX	XX
Cumulative Average	XXX	XXX	XXX	XXX	XXX	XX	XXX	XX	XXX	XX	XXX	XX
Grade 2												
2004-05	XXX	XXX	XXX	XXX	XXX	XX	XXX	XX				
2005-06	XX,XXX	XXX	XXX	XXX	XXX	XX	XXX	XX				
2006-07	XXX	XXX	XXX	XXX	XXX	XX	XXX	XX				
Cumulative Average	XXX	XXX	XXX	XXX	XXX	XX	XXX	XX				
Grade 3												
2004-05	XXX	XXX	XXX	XXX	XXX	XX	XXX	XX				
2005-06	XXX	XXX	XXX	XXX	XXX	XX	XXX	XX				
2006-07	XXX	XXX	XXX	XXX	XXX	XX	XXX	XX				
Cumulative Average	XXX	XXX	XXX	XXX	XXX	XX	XXX	XX				
Grade 4												
2004-05												
2005-06												
2006-07												
Cumulative Average												
Grade 5												
2004-05												
2005-06												
2006-07												
Cumulative Average												
Grade 6												
2004-05												
2005-06												
2006-07												
Cumulative Average												
Grade 7												
2004-05												
2005-06												
2006-07												
Cumulative Average												

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Description of Data Reported

Achievement Levels

Achievement levels describe what students at each level know and are able to do within the program provided. Proficiency levels for the NH Alternate at grades 2-7 are: Proficient with Distinction, Proficient, Partially Proficient, and Substantially Below Proficient.

The NH Alternate Assessment is divided into two scoring dimensions:

1. **The Performance Dimension** looks at student progress in reading/language arts or mathematics content. In addition, student work samples are assessed for the quality of their connections and access to the general curriculum. Student progress must show linkage to grade-level curriculum, but may do so at a reduced level of depth, breadth, and complexity that matches the learning needs of the individual student.
2. **The Program Dimension** has three subcategories that evaluate the student's educational program: Generalized Performance (use of the skill across different settings and situations), Self-Determination (opportunities for the student to direct and monitor their own performance), and Supports (the match between the level of assistance needed and student capacity for independence).
3. **Base Points Earned in Each of the Five Sub-Areas:** A student can receive a minimum of 1 and a maximum of 4 base points in each of the 5 sub-areas (described in 1 and 2 above). Base points are awarded in each sub-area using a **scoring rubric** (see scoring rubric on page 10 of this guide).
4. **Calculating Sub-Area Raw Scores:** These base points are multiplied by a weighting factor yielding a weighted raw score for each of the 5 sub-areas. To obtain sub-area raw scores, Student Progress base points are multiplied x 4; Connections & Access base points are multiplied x4; Generalized Performance base points are multiplied x3; Self Determination base points are multiplied x1; and Supports base points are multiplied x1.
5. **Calculating Total Raw Score for the Content Area:** The 5 weighted sub-scores are then added together producing a Total Raw Score for the Content Area. Content Area Total Raw Scores range from a minimum of 13 to a maximum of 52 weighted raw score points.
6. **Alternate Assessment Portfolios are scored a minimum of two times each.** For the Performance Dimension base points are required to match exactly or be adjacent. A third score is required when the scores of scorer 1 and scorer 2 are not exact or adjacent. For the Program Dimension base points are also required to match exactly or be adjacent (i.e. scores of a 1 and a 2, or scores of a 2 and a 3). A third score is required when the scores of scorer 1 and scorer 2 do not match or are not adjacent. If a student receives a score with a decimal in it, it means that scorer 1 and scorer 2 gave the subcategory adjacent scores and therefore the score the student receives is the average of the two scores. For example, scorer 1 gives a score of 1 and scorer 2 gives a score of 2, the student gets the average of the 2 scores which would be a 1.5. The quality of the scoring process is closely monitored and recorded throughout the process. If at any time a scorer is found to be performing below threshold level, they are pulled from scoring, retrained, and portfolios impacted are rescored by more senior scorers. Scorer reliabilities are reported in the technical documentation that is also available for this assessment. In 2005, statistical data show that extremely reliable inter-rater agreement was, in fact, achieved.

**Total Raw Score
to
Achievement Level Conversion Chart**

Grade Span:	If Total Raw Score for the content area is:	Then Achievement Level for the content area is:
All grades: 2-7	48-52	Level 4: Proficient with Distinction
	38-47	Level 3: Proficient
	32-37	Level 2: Partially Proficient
	13-31	Level 1: Substantially Below Proficient

Achievement Level Descriptions:	
<p>Level 4: Proficient with Distinction</p>	<p>Student is successfully demonstrating <i>extensive progress</i> in targeted content skills. Student <i>has access to and is using</i> a variety of modified content materials that are linked to general education content curriculum activities.</p> <p>Opportunities to practice content skills are offered in <i>varied settings</i> and include naturally embedded supports, or this student is <i>included fulltime in the general education classroom</i>. Opportunities for interaction with typical peers and different adults are <i>extensive</i>. Opportunities for self determination are <i>consistent and include all required components</i>.</p> <p>Instructional supports, team supports, and task structure <i>are effective</i> and allow this student to successfully access modified grade-linked content materials and/or activities in a manner that promotes skill progress, generalization of performance, and self determination.</p>
<p>Level 3: Proficient</p>	<p>Student is successfully demonstrating <i>moderate progress</i> that is consistent with the intended goal(s) in targeted content skill(s). Student <i>has access to and is using</i> a variety of modified content materials that are linked to general education content curriculum activities.</p> <p>Opportunities to practice content skills are offered in <i>varied settings</i>, or <i>consistently within a general education or other natural setting</i>. Opportunities for self determination and interaction with typical peers are <i>consistent</i>.</p> <p>Instructional supports, team supports, and/or task structure are <i>adequate</i> for this student to access modified grade-linked content materials and/or activities in a manner that promotes skill progress, generalization of performance, and self determination. Remaining areas of weakness can be addressed by the existing team.</p>
<p>Level 2: Partially Proficient</p>	<p>Student is demonstrating <i>some progress</i> in targeted content skill(s) using the modified content materials and/or activities presented. Student has <i>some access</i> to modified content materials that are linked to general education content curriculum activities.</p> <p>Opportunities to practice content skills in various settings are <i>somewhat limited</i>. Opportunities for self determination are <i>inconsistent</i>. Typical peer interactions are <i>inconsistent or not evident</i>.</p> <p>Redesigned instructional supports, team supports, and/or task structure <i>may be necessary</i> for this student to access modified grade-linked content materials and/or activities in a manner that promotes skill progress, generalization of performance, and self determination.</p>
<p>Level 1: Substantially Below Proficient</p>	<p>Student demonstrates <i>little or no progress</i> in any targeted content skills using the modified content materials and/or activities presented. Student is <i>not accessing</i> modified content materials that are linked to general education curriculum activities.</p> <p>Opportunities to practice content skills in various settings are <i>limited</i>. Opportunities for self determination and typical peer interaction are <i>rare or not present</i>.</p> <p>Redesigned instructional supports, team supports, and/or task structure <i>are necessary</i> for this student to access modified grade-linked content materials and/or activities in a manner that promotes skill progress, generalization of performance, and self determination.</p>

Scoring Rubric 2004-05

The following rubric was used to score the NH-Alternate portfolios according to several dimensions. These dimensions were selected since research on effective practices has shown that these factors relate positively to increased academic achievement of students with disabilities. Schools and parent are encouraged to use this rubric to interpret the scores provided on the Student Reports and School Rosters.

Scoring Rubric for NH Alternate Assessment 2004-2005

P E R F O R M A N C E D I M E N S I O N S		1	2	3	4
	Student Progress How is the student progressing on developing targeted content area skills and/or knowledge that are related to curriculum standards and/or the student's IEP?	Limited evidence of student progress on developing specifically targeted skills in either entry in this content area.	Evidence of student progress on developing specifically targeted skills in one entry in this content area.	Evidence of student progress on developing specifically targeted skills in both entries in this content area. OR Evidence of extensive progress on developing specifically targeted skills in one entry in this content area.	Evidence of extensive progress on developing specifically targeted skills in both entries in this content area.
P R O G R A M D I M E N S I O N S	Connections and Access to General Curriculum How is the student progressing on using targeted skills to access general curriculum content-related skills and/or knowledge?	Limited evidence of applying targeted skills to acquire Curriculum Framework standards in this content area.	Evidence of applying targeted skills to acquire Curriculum Framework standards in one entry in this content area.	Evidence of applying targeted skills to acquire Curriculum Framework standards in both entries in this content area. OR Extensive evidence of applying targeted skills to acquire Curriculum Framework standards in one entry in this content area.	Extensive evidence of applying targeted skill to acquire Curriculum Framework standards in both entries in this content area.
	Generalized Performance Where and with whom does the student use this skill?	Student uses targeted skill related to the content standard in <u>one</u> setting without typical peer interaction.	The student uses the targeted skill related to the content standard in <u>two</u> settings without typical peer interaction.	The student uses the targeted skill related to the content standard in <u>two</u> settings, <u>one of which</u> must be a natural setting with different adults and interacting with typical peers where natural supports are present. OR The student uses the targeted skill related to the content standard in one natural setting with different adults and interacting with typical peers.	The student uses the targeted skill related to the content standard in <u>three</u> settings, <u>two of which</u> must be a natural setting with different adults and interacting with typical peers. OR Student performance is in the general classroom so that the student is interacting with typical peers in that content area full time as evidenced in both entries and where natural supports are present.
P R O G R A M D I M E N S I O N S	Self-Determination How is the student encouraged to make choices, monitor, plan, and evaluate?	Little evidence that the student has opportunities to make choices or self-monitor or self-plan his/her work products related to the targeted skill or self-evaluate his/her performance on the targeted skill.	Evidence that the student has opportunities to make choices or monitor his/her work products related to the targeted skill within one (1) entry.	Evidence that the student has opportunities to make choices and monitor his/her work products related to the targeted skill in both entries. OR Evidence that the student has opportunities to make choices and monitor and self-plan his/her work products related to the targeted skill in one (1) entry.	Evidence that the student has opportunities to make choices and monitor and self-plan his/her work products related to the targeted skill, and self-evaluate his/her performance on the targeted skill in both entries.
	Supports How is the student receiving assistance and supports?	Use of appropriate supports i.e., accommodations, modifications, or assistive technology is limited.	Use of the appropriate supports i.e., accommodations, modifications, and/or assistive technology is evident in one entry in this content area.	Use of appropriate supports, i.e., accommodations, modifications, and/or assistive technology is evident in both entries in this content area. OR Natural supports are utilized in one (1) entry and use of appropriate accommodations, modifications, and/or assistive technology is evident in both entries in this content area.	Natural supports are utilized in both entries. Use of appropriate accommodations, modifications, and/or assistive technology is evident in both entries in this content area.

Content Standards Assessed:

Each content area was assessed in terms of two (2) standards from the New Hampshire Curriculum Frameworks. One standard was *required* of *all* students in each content area assessed. Each student's IEP Team *chose* the second standard. All the content standard standards – required and choice – are published in the NH Alternate Assessment Educator's Manual, which is available at the NH Department of Education website (www.ed.state.nh.us). The required standards are listed on the following pages for each content area.

Required Portfolio Entries for 2004-2005

Entry 1 Reading (All grades 2, 3, 4, 5, 6, 7, and 10)

English/Language Arts Curriculum Standard 1: Students will demonstrate the interest and ability to read age-appropriate materials fluently, with understanding and appreciation.

Critical Function: The student uses words, pictures, objects, gestures, or symbols to read (inquiry, requests, information, directions, stories, and instruction).

Entry 2 Reading (All grades 2, 3, 4, 5, 6, 7, and 10)

Choose one of the following standards: *English/Language Arts Curriculum Standard 4, 5, 6, or 7.* (See Appendix A in NH Alternate Assessment Educator's Manual 2004-2005)

Entry 1 Mathematics (All grades 2, 3, 4, 5, 6, 7, and 10)

Mathematics Curriculum Standard 3-4: Students will communicate their understanding of mathematics and recognize, develop, and explore mathematical connections.

Critical Function: The student communicates, organizes, and understands mathematical concepts while recognizing that mathematics is connected to self, other curricular areas, and everyday life.

Entry 2 Mathematics (All grades 2, 3, 4, 5, 6, 7, and 10)

Choose one of the following standards: *Mathematics Curriculum Standard 1-2, 5-8, 9-11, 13, or 14-17.* (See Appendix A in NH Alternate Assessment Educator's Manual 2004-2005)

Questions and Answers for Parents and Educators about the New Hampshire Alternate Assessment

The participation of all students in large-scale assessment programs such as the New Hampshire Assessment Program and New Hampshire Alternate Assessment is important to ensure that all students are provided an opportunity to learn the skills identified as being most critical for New Hampshire students as found in the *New Hampshire Curriculum Frameworks*.

Federal education laws, the Individuals with Disabilities Education Improvement Act of 2004 (IDEA '04), and the No Child Left Behind Act of 2001, require that students with disabilities have access to the general curriculum, with appropriate accommodations where necessary, and that they be assessed on the same general curriculum standards as all other students. In addition, for the small number of students who cannot participate in state assessment even *with* accommodations, an alternate assessment, based upon alternate achievement standards, must be provided.

The alternate assessment component of our statewide assessment program is also implemented statewide. The purpose of this document is to answer some common questions about the New Hampshire Alternate Assessment.

1) Which students will participate in the state assessment program?

All students in the grades identified by state and federal law must be included in the New Hampshire state assessment program. Participation will be in one of three ways:

- General Assessment, without accommodations, under conditions routinely used, or
- General Assessment, with accommodations, or
- Alternate Assessment based upon alternate curriculum standards linked to the New Hampshire Curriculum Frameworks.

2) Why are students with disabilities required to participate in the state assessment program?

The full participation of students with disabilities in state and district assessment programs is required by law. This is to ensure that each student has access to and progresses in the state's general curriculum to the maximum extent possible. Schools should use the assessment results to direct instructional attention and resources to all students who are assessed. This will lead to improved student learning. By holding schools accountable for every student's performance, the goal is to increase the achievement of students with disabilities. The information collected will also help each Individualized Education Program (IEP) team appropriately assess and instruct each student.

3) Who determines how a student with disabilities will participate in the state assessment program?

The student's IEP team (which includes the parent or guardian) decides how (not if) the student will participate in the state assessment program. The team must document this decision in the IEP. The state has developed participation guidelines to support and inform IEP teams as they make participation decisions. Under IDEA '04, all students with disabilities must participate in state and district general assessments in one of the ways outlined above. The participation guidelines offer information regarding situations involving specific medical emergency and participation of English language learners who are new to the United States. These participation guidelines can be found on the New Hampshire Department of Education Web site: www.ed.state.nh.us

4) How will students with significant disabilities, who are unable to participate in the general state assessment program even with accommodations, be assessed?

The New Hampshire Department of Education has developed a portfolio-based alternate assessment. The New Hampshire Alternate Assessment includes data on student progress, student work samples, and evidence of opportunities for self-determination, all based on identified curriculum standards within the *New Hampshire Curriculum Frameworks*. The use of a portfolio allows the team to match the requirements of the assessment with the instructional needs of the student. The IEP team members determine which targeted academic skills will be assessed.

5) How was the alternate assessment component of the state assessment program developed?

The alternate assessment was developed by:

- extending the state's curriculum frameworks for students participating in the alternate assessment,
- developing assessment strategies to measure the extended standards (data collection, work samples, self-determination worksheets),
- pilot testing the assessment and the participation guidelines during the 1999-2000 school year, and
- creating materials and procedures to prepare general and special educators, parents, and other stakeholders to use and understand the assessments.

The alternate assessment was first implemented in the 2000-2001 school year. The process of developing the alternate assessment component has included working with special and general educators in the state to create extended standards and assessments that are as similar as possible to those used with all students, in order to give the students who will participate in the alternate assessment access to the statewide curriculum frameworks.

6) Who developed the alternate assessment?

The New Hampshire Department of Education developed the statewide alternate assessment component with the assistance of an advisory committee, which had representatives from various groups with an interest in the alternate assessment, including parents, teachers, and others. A contractor team including Measured Progress (Dover, NH), the Inclusive Large Scale Standards and Assessment Group (University of Kentucky, Lexington, KY), and Purdue University Assessment Research Center worked with the Department of Education and the advisory committee.

Work groups were convened on participation; communication, dissemination, and training; and curriculum frameworks and assessment strategies. Substantial field involvement was also the basis for the work, so that the assessment development and implementation was based on real student work and accomplishment. A research component was woven throughout the entire effort.

7) Who will administer the New Hampshire Alternate Assessment?

A complete picture of the student's achievement will be assembled during each year of participation. To accomplish this, the New Hampshire Alternate Assessment will be administered by all the student's teachers (general and special education), with input from other specialists and from parents. Parental input is required. In the absence of parental input, schools must document all attempts to obtain it. This documentation must be kept in the school records.

8) What should IEP teams do to prepare for Alternate Assessment?

- Ensure that all students with disabilities have meaningful access to the general curriculum.
- Ensure that all special education teachers and IEP team members review the state curriculum frameworks and critical functions.
- Select targeted skills that represent important learning goals for the student. These must be connected to the curriculum standards in the required content areas.

9) What is the parent/guardian role in the alternate assessment process?

Parents and/or guardians, as members of the IEP team, are involved in the decision to include the student in alternate assessment. In addition to their involvement with the IEP team, there are other responsibilities of the parent and/or guardian. These include:

- Reviewing and responding to portfolio-related consent forms prior to the beginning of the portfolio process,
- Reviewing the completed student portfolio and signing the Parent/Guardian Portfolio Review Statement. On this statement, parents/guardians have the option to express their opinion about the portfolio.

10) How can teachers and administrators prepare to implement the alternate assessment?

Each year, the New Hampshire Department of Education publishes an Educator's Manual to Alternate Assessment. This manual provides the basis for three extensive training sessions each year with educators who are involved in developing student portfolios. Teachers from all content areas, including general education teachers, should receive this information. Training on how to develop high-quality portfolios and implement the process is provided. It is recommended that teachers attend all three trainings offered each year.

Teachers and administrators should also ensure that students with disabilities have access to the same resources and opportunities for learning that are afforded to students without disabilities. Including students in classroom activities that specifically address the curriculum frameworks is crucial if they are to develop the required skills to meet these challenging standards and be prepared for the alternate assessment. IEP teams should work diligently to provide all students with an effective means of communication and access to assistive technology.

11) How will the alternate assessment results be reported and used?

The results of alternate assessment on each individual student with disabilities will be reported confidentially to parents and the student's teachers. Individual student results should be used for IEP team planning purposes. Every parent and every school will also receive an Interpretive Guide that explains how all student portfolios were evaluated and scored.

Summary results, based on group data, will be provided at the state and district level, and will be reported to the general public. School and district accountability reports may include summary data about the performance of students with disabilities.

12) How can I get more information about the development of the alternate assessment?

More information about the New Hampshire Alternate Assessment is available from the New Hampshire Department of Education and Measured Progress. In addition, more information can be found on both the Department of Education's and Measured Progress' Web pages. The contact information is given below:

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NH Alternate Portfolio Scoring Fact Sheet

- Portfolios are scored by New Hampshire teachers.
- Scoring of grade 2-7 portfolios was completed during a two-week period in July, 2005.
- The Scoring Institute includes a minimum of ½ day training prior to any portfolio scoring.
- There is a Table Leader for every 4 to 5 scorers to assist with the scoring process.
- Table Leaders are given an extra ½ day of training prior to the scorers arriving at the Scoring Institute.
- The training includes the use of portfolio samples as examples.
- Department of Education and Measured Progress staff are on hand at all times to answer questions and make decisions as they arise.
- Scorers use the Scoring Worksheets to score entries and then use them to come up with a Content Area score according to the rubric.
- Portfolio scores are derived directly from the rubric and only from **student work samples and related evidence** submitted in the portfolio.
- Each portfolio is scored by a minimum of 2 separate scorers.
- A dimension in a portfolio will be scored a third time if there is a discrepancy between the first and second scorers. First and second scores in each dimension must be an adjacent match.
- All portfolios and the evidence they contain are considered to be confidential. All persons handling portfolios are required to sign a confidentiality form and are not to discuss student names, schools or contents of the portfolio outside of the Scoring Institute.
- Alternate portfolio scores are figured into local school accountability measures just as assessment scores for student in the general NECAP Assessment.
- After scoring, portfolios are returned to School Superintendents.